



LYCOMING

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COLLEGE REPORT

January 1974/Volume 27, Number 1

INTERNSHIPS INVITE KNOWLEDGE APPLICATION

COLLOQUIUM TO STIMULATE THOUGHTS ON THE FUTURE

PRESIDENT'S CORNER

SERENDIP 1974

Serendip was an ancient name for Ceylon which has recently become Sri Lanka. A Persian fairy tale relates the adventures of three princes dispatched by their father from that island kingdom ostensibly to find a scroll entitled "Death to Dragons". Its one-hundred lines of verse supposedly contained the secret of a potent liquid, which, if poured into an ocean laze, could utterly destroy all dangerous monsters there.

Though the princes returned with only fragments of the magic formula, they had many adventures and discovered many things. They were able to reap benefits from what might otherwise have been a fruitless waste of time because they were willing to approach living as an exciting challenge. Every minute presented an opportunity to experience something new, to think, to be mystified, to wonder, to enjoy, to conquer, to struggle against, to understand--to live! Life was positive for these three princes, and their rewards came where least expected. Most do!

And such is our hope for the liberal arts education our students receive at Lycoming. If dangerous monsters are ignorance and lassitude, our goal is knowledge coupled with intellectual and moral vigor--a vitality and openness to constant discovery and development.

No curriculum planned by any college or student can ever honestly hope to give the student everything he will need for future success and happiness. There is no way that such needs can be precisely anticipated and planned. But there are many things that we can do to send each student forth from Lycoming better prepared to create and use experiences which will enrich his life and those of his fellowmen.

The back page of this issue highlights one such endeavor--the growing Internship Program. As the articles relate, the program can be likened to a modern sequel to the Persian fairy tale. Opportunities for serendipitous discoveries abound. Very real insights into potential life concerns are constant possibilities. As the program grows, more and more students will be able to use an internship experience to cultivate Horace Walpole's coined word--"Serendipity: the gift of finding valuable or agreeable things not sought for."



R. BUCKMINSTER FULLER, renowned author, lecturer, inventor, designer, scientist, architect, engineer, philosopher, and world citizen will keynote the Spring Colloquium, "Cultural Survival: Thoughts on the Future for the Citizens of Central Pennsylvania". His address, "The Prospects For Humanity", will start the colloquium at 8:15 p.m. on Monday February 25 in D-001 of the Academic Center.

Dr. Fuller, probably best known for his geodesic dome, is a man deeply committed to the idea that the world is not doomed if we but have the will to use and expand the knowledge and technological capacities we already have. A fundamental principal he constantly stresses, regardless of the topic under discussion, is the need to get the maximum use from the minimum materials. As he so succinctly puts it, "Making the world's totally available resources serve one hundred percent of an exploding population may only be accomplished by a boldy

accelerated design evolution which adequately increases the present overall performance per unit of invested resources. This is a task of radical technical innovation rather than political rationalization.

"For the first time in the history of man, it is evident that there could be enough of the fundamental metabolic and mechanical energy sustenance for everybody to survive at high standards of living.

The possibility of the good life for any man depends on the possibility of realizing it for all men. This is the function of society's ability to turn the energies of the universe to human advantage."

If credentials mean anything, Buckminster Fuller has enough for a dozen men, or should it be two dozen because it takes that many pages of type, charts, and graphs just to catalog his achievements. There are whole pages each for such items as honorary degrees, awards, publications, patents, society memberships, and other chronologies of achievements. Few people have received more honors and awards.

Dr. Fuller's lectures and seminars are noted for their stimulating quality; his special genius stirs up an intellectual ferment and encourages the use of imagination and creative spirit in all forms of humanity. His ideas challenge you to listen and think more intensely than you thought possible.

R. BUCKMINSTER FULLER--idea man and doer. You have a chance to share his mind on the Lycoming campus February 25th.

FOUR TWENTY-FIVE YEAR VETERANS examine one of the watches they received at the annual college recognition dinner held on January 11th. Left to right Dr. Loring B. Priest, professor of history; Emily C. Blichle, administrative assistant to the treasurer; Mrs. John A. Streeter, bookstore manager, and James W. Sheaffer, associate professor of music.

The Internship Program is but one example of the continuous effort the faculty and administration make to provide students with numerous opportunities to relate academic endeavors to their daily lives now and in the future. It is another ingredient in the potent liquid of knowledge and insight which we hope our graduates will use to help bring "Death to (the) Dragons" of man's poverty in so many spheres.

HAROLD H. HUTTON
President of the College

PRIVATE EDUCATION

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Four members of the faculty and administrative staff at Lycoming College were honored for twenty-five years of service at the annual faculty-staff Christmas dinner held January 11th in the college dining room. The dinner was postponed from December 21 because of a snowstorm on that date.

Cited were Dr. Loring B. Priest, professor of history, who will retire at the end of the current (Continued on page 2.)

CAN WE MINE YOUR QUARRY?

Many years ago in the city of Florence, Italy, two art students were walking through the streets when they came upon a large, battered piece of marble. It had been consigned to the rubbish heap because a careless workman had hacked and ruined it.

"What a pity!", exclaimed one. "That once was a fine piece of marble."

"Yes," his companion agreed. "If only it were not covered with dirt, all chipped, and ruined. An artist might have carved a beautiful statue from it."

And the two went on their way.

Later a middle-aged man, a poor, unsuccessful artist, sauntered by. He noticed the discarded marble, examined it carefully, and thought,

"It was a beautiful stone. Magnificent! What an outrage that it has been so mutilated and ends up on a trash pile. Ah, if only I could have possessed it when it was first cut from the mountain! I would have carved a masterpiece and received a fortune."

Sadly he walked away bemoaning his misfortune of never having the right material to work with.

Still later in the day another sculptor was attracted by the piece of marble. He examined each surface of the stone carefully and gazed at it from every angle many times.

"It certainly is grimy and marred", he thought.

For some reason, he knew not why, he had some laborers carry the heavy stone to his studio. There he cleaned the stained marble with pains-taking care. The stone became quite lovely, though still jagged and broken.

For weeks he would repeatedly look at the piece of marble. Slowly the piece of stone took shape in his imagination. A beautiful rock was transformed into a majestic head. Hours upon hours of patient hammering and chiseling shaped an inspired masterpiece. When it was finished all Florence came to admire the work of the master.

The two art students marveled at "The Head of David" -- one of Michael Angelo's greatest works.

"The marble is wonderful", one said.

"Now if we had material like that to work on, we could do something good", said the other.

The poor sculptor also came to admire. "I could be famous too, if I had Michael Angelo's choice of stones. The marble is flawless and must be worth a fortune."

The young art students, the middle-aged failure, and Michael Angelo had all seen the same stone, but only one of them saw it in positive terms. Only the great master

February 25 8:15 p.m. KEYNOTE
"The Prospects For Humanity"
R. Buckminster Fuller

February 26 3:15 p.m. SYMPOSIUM:
How We Kill The Ones We Love
(Effects of our technological society on man and the ethics of bio-medical developments)
Dr. Kurt Baier, Prof. of Philosophy
University of Pittsburgh
"The Sanctity of Life"
John Harris, Management Consultant
"Impact of Technological Society on Man"

February 26 8:15 p.m. SYMPOSIUM:
Progress and Prophecy, 2001 A.D.
(Future technology and man)
Dr. Nicholas Rescher, Prof. of Philosophy
University of Pittsburgh
"Impact of Technological Change on Values"
(Speaker to be announced)
"Technology of the Future"

February 27 3:15 p.m. SYMPOSIUM:
A Brave (?) New World
(Change to participate in four institutions of society)
Arthur B. Shostak, Assoc. Prof. Social Services
Drexel University
"The Family"
Dr. Christopher Dede, Director
Center for the Study of the Future of Education
University of Massachusetts
"Education"

Mrs. James Madden, Assoc. Prof. English
Lycoming College
"The Media"
Dr. Victor Farkis, Prof. of Government
Georgetown University
"Government"

February 27 8:15 p.m. SYMPOSIUM:
To Live or Die That Is The Question
(Strategies for survival)
Mr. Barbara Hubbard, Director
New World's Center
"Communication"
Dr. John Piper, Asst. Prof. History
Lycoming College
"Utopias"
Dan Meyer, Director
North Carolina Outward Bound School
"Self-Reliance"
Sylvan Kaplan Practicing Clinician
"Adaptive Techniques"

SUPPLEMENTARY PROGRAMS

February 18 7:00 FILM D001
"The World of Buckminster Fuller"

February 20 7:30 Clarke Synthesizer Studios
"Music of the Future" Electronic music

February 24 8:00 p.m. FILMS & DISCUSSION
Science Fiction: The Past, Present and Future
Jack Hollenback, Prof. of Business Administration
"Metropolis" and "THX: 1138"

February 24 2:00 and 3:00 p.m. "Travel Through Space"
February 25 6:26 7:00 p.m. Planetarium
Dr. Richard Erickson, Physics Teaching Fellow

Feb. 25, 26, 27 7:00 p.m. Theatre of the Future (Arena)
"The Waterford Complex" Audience participation.

Feb. 25, 26, 27 Times & locations to be announced.
"Sight and Sound Centers" Films, art, & tapes on future.

March 14 & 15 3:00 & 8:00 p.m. Academic Center C-303
"The Computer and the Mind" Philosophy Dept.
Dr. Keith Gunderson Prof. of Philosophy - Un. Minnesota

permitted his eyes and mind to look beneath the surface and recognize a hidden opportunity. I think, perhaps, that was one of the things which contributed to Michael Angelo's becoming a great master.

Now what has this story to do with you the reader? Possibly nothing but probably a lot. An outlook such as Michael Angelo's could do much for any life.

And what relation does the foregoing have to Lycoming? The possibilities are really limitless, but let me mention one -- the growing Internship Program featured in this issue.

Today liberal arts students must be more concerned than ever about building links between their academic studies and thinking and their vocational ambitions and plans.

The Internship Program is one attempt to provide such bridges between the abstract and the applied. As the articles reveal, such internships can give students numerous chances to encounter both planned and unplanned experiences which can have considerable impact on their thinking and

Name: _____

Street: _____

City: _____ State: _____ Zip: _____

FRANKLY SPEAKING by Phil Frank



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(Continued from page 1.)
academic year; James W. Sheaffer, associate professor of music; Mrs. John A. Streeter, manager of the college bookstore, and Emily C. Biehle, administrative assistant to the treasurer.

Dr. Robert H. Ewing, professor emeritus of history, summarized Dr. Priest's 25 years of service; Walter G. McIver, professor of music, reviewed Mr. Sheaffer's quarter of a century at Lycoming, and Kenneth E. Himes, treasurer, highlighted the careers of Mrs. Streeter and Miss Biehle. Each of the honored guests received a watch from the college.

President Harold H. Hutson spoke briefly and welcomed staff members and their families

A Christmas cantata, "The Shepherd's Pipe", was presented at the conclusion of the dinner by a cast comprised of The Singing Wives, several faculty men, and children of faculty members. The program was directed by Mrs. Walter G. McIver.

their futures. We need as many different kinds of "hidden opportunities" to offer our students as we can discover.

And this is where many readers can be of service to Lycoming, to our students, and possibly to themselves. Is what you are doing amenable to an intern experience? Before you answer, think again. From the diversity of jobs our graduates undertake it seems that only the imagination limits what academic background is appropriate for which position. So be imaginative and try to think of a way an intern from Lycoming might learn from what you or your company are doing. Look with the eyes of a Michael Angelo. If you can think of mutual benefits, contact Dr. Ernest D. Giglio, Director of the Internship Program.

It is Lycoming's conviction that men and women with strong liberal arts backgrounds must continue to be strong forces in all fields of endeavor. They must play leading roles in shaping the world's future. The Internship Program can be a dynamic step in this process. If you can help, use the coupon at the left.

J. P. L., Jr.

I may be interested in participating in the Internship Program. Please contact me.

Name: _____

Street: _____

City: _____ State: _____ Zip: _____

INTERNSHIPS

By Ernest D. Giglio
Director of Internships

Will the knowledge acquired while earning a liberal arts degree provide enough tools to help Lycoming graduates find a satisfying job after graduation?

How can knowledge acquired in classrooms be related to a vocation?

These and similar questions are being asked more frequently by our students and high school students who are considering liberal arts colleges for their post-secondary education. Lycoming administrators and faculty members are attempting to find the answers by introducing new programs which link classroom knowledge and vocational application directly while the student is still in school. One such attempt at Lycoming is the growing internship program.

An internship program provides students with an opportunity to enrich their classroom knowledge through professionally related practical experience. The internship experience allows the student to test his concepts and theories in real, hopefully challenging, situations. Placed toward the close of the student's academic career, the internship experience adds a valuable dimension to his formal education while meeting the demand for greater relevancy in higher education.

Lycoming College created an internship program as part of its academic curriculum in the Spring of 1973. A junior or senior student applies through his major department to participate in this program. Participating students may serve as interns for one or two semesters and may receive as many as sixteen academic credits.

The Internship Program at Lycoming is administered by a Director who is appointed by the Dean of the College. The Director's duties are threefold: (1) to encourage departmental participation in the program; (2) to assist departments in drafting cooperative agreements; and (3) to review individual internship proposals. Immediate supervision is provided by the intern's department, usually by a faculty member with special interest or expertise in the area of the internship undertaken by the student. The departmental faculty member then becomes the student intern's academic director and the person responsible for working closely with the sponsoring agency or institution.

At present, the College has a modest but growing internship program.

In the Fall 1973 term eighteen interns participated in programs at ten community agencies under the direction of six academic departments. Agencies and departments involved were the Williamsport Area School District--psychology, Lycoming County Historical Society--art, Lycoming County Planning Commission--economics, Lysock View Services for the Aging--psychology, Lycoming County Court Adult Probation--sociology, STEP--psychology, County Commissioners Office--political science, Lysock View--business administration, Juvenile Court--psychology, and Juvenile Probation--sociology.

During the Spring 1974 term twenty-six students (six repeaters from the first term)



STEP INTERNS Cynthia E. Brosnahan (center), a senior psychology major from Emlenton, and Pamela K. Pennington (right), a French major from Jamestown, New York, work with children in the STEP program at Bethune-Douglass Community Center.

are involved in internships at eighteen agencies and businesses (nine repeaters). Biology is the seventh department involved, joining the six from last semester. Nine new agencies and businesses joined the program this spring:

Roscoe Alexander Securities Corp.--economics,
Department of Environmental Resources--biology,

Celi Race Cars of America, Inc.--art,
Community Health Center--sociology,
STEP Headstart Program--sociology,
Hope Enterprises--sociology,
Tressler Lutheran Services--sociology,
Volunteers for Youth--sociology, and
Northwestern Mutual Life Insurance Co.--business administration.

By May 1974, when the program will be a year old, over forty students will have participated in it. So far all of the existing internships are with agencies or institutions within the Greater Williamsport area. In an effort to broaden the scope of the program and to provide additional internship prospects, Lycoming is presently working closely with the Center for Learning Opportunities in Washington, D.C.

The College is currently engaged in efforts to expand internship opportunities related to the broad area of American Studies. Future internships in music, English, history, and theatre are being explored by these departments while additional opportunities for our art students are also under consideration.

The internship experience is not a substitute for the classroom but an extension of it. By allowing students to apply their theoretical knowledge in challenging situations, the internship can be an enriching addition to the academic curriculum.



LYSOCK VIEW INTERN Ann M. Rosbach, a senior psychology major from Forkville, gets practical experience in her field by talking with a Lysock guest, Mrs. Ethel Fischer, as the county director of services for the aging, Mrs. Jean Nagy, looks on.

LYCOMING COUNTY COMMISSIONERS INTERNSHIP

By Barry P. Dawson '74

Lycoming College's Internship Program is an experience in practical learning. The program is a plus for students who later seek employment in the field of their internship or for those who plan to attend graduate school. Serving as an intern in the Office of the Lycoming County Commissioners proved to be a particularly rewarding experience for me.

The initial familiarization stage enabled me to acquire a basic understanding of the structural-functional nature of county government. Observation of the daily efforts of those persons responsible for legislating policy and executing it broadened my basic understanding of how county government operates.

However, the most meaningful part of the internship program is the student's realization that he has contributed to the public policy-making process. The internship allowed me to complete a study on the housing preferences of the elderly in the county. Knowing that the product of my efforts may be an important factor in influencing decisions that could affect hundreds of elderly residents in Lycoming County is a feeling that few college students ever experience.



COUNTY COMMISSIONERS OFFICE INTERN Barry P. Dawson (center), a senior political science major from Industry, worked twenty hours each week in the office with, from the left: John E. Rupert, aid to the county commissioners; Commissioner Henry F. Frey; Director of Internships, Dr. Ernest J. Giglio, and Commissioner Paul K. Bloom.

STEP INTERNSHIP

(Social services, Training, Education Programs)

By Pamela K. Pennington '74
and Cynthia E. Brosnahan '74

An opportunity to see a social service agency from the inside was a most valuable experience gained from working for STEP (Social service, Training, Education Program) during the fall semester. Although not actual employees, we were given some of the duties employees would have performed. We also occasionally had an opportunity to go out with community aides to observe and help them with their duties.

Our internship began by meeting the Head Start classes and their teachers whom we helped in our free time. This was a great help in becoming familiar with children from the area we were working in and to become acquainted with how Head Start classes were conducted.

Later, to determine which families needed other services, we visited some Head Start homes. Simultaneously, we began talking to parents of children recommended

for tutoring. Several visits were often necessary to find parents at home or to talk again after the family had discussed the opportunity. Eventually, enough students were contacted and started coming to permit a tutoring program every Tuesday and Thursday after school.

Near the end of October we began recruiting for a Head Start program for September 1974 in Newberry. In early November we started recruiting for a Newberry tutoring program to start in January 1974. Organizing these projects was completed the first week of December. We then visited schools gathering information on students being tutored which was used by the tutors in writing case histories.

During our last two weeks we reviewed materials on a proposed housing function of STEP which had been initiated about a year ago. Our last project was to read the proposal and give reactions and suggestions.

During the semester we had an opportunity to see what the work of a community aide involved as we accompanied them on their follow-up calls and other duties. This probably gave us a representative idea of what equivalent positions in other social agencies would involve.

A prime benefit was the chance to meet and work with people we otherwise would not have had contact with, especially the low-income families. Visiting their homes, we not only learned their problems but discovered their interests. We saw the pride and love in many of these families, their family structures, and their ideas of life. For the most part we saw poverty and how people live with it. Many things also were learned through observation.

Another asset of working with a regular office staff was to see the paper work and cooperation involved. Almost everything was recorded and people had to work together to keep such a volume of information in order. Good contact had to be kept with the office so that everyone would be aware of what was going on in the community, exactly what services were being offered, and how effective they were.

We both feel we have benefited from this experience. We appreciate STEP's cooperation in giving us this opportunity to become aware of what working for a social agency would entail.

LYCOMING COUNTY MUSEUM INTERNSHIP

By Patricia A. Stalgaitis '74

Three and a half months work as a student intern at the Lycoming County Historical Museum has provided me with many exciting and rewarding insights into museum work. Perhaps the high point was a three-day visit to Washington, D. C. to attend the Northeast Museums Conference. But such tasks as erecting an exhibit, giving a guided tour, or merely leafing through a one hundred year-old book have all greatly increased my interest in state and local history and whetted my appetite for further study.

A certain "feel" for the ins and outs of general museum happenings and the diversity of ideas and information I have acquired during my internship are all valuable. These experiences have led me to continue my internship during the second semester.

My first internship project at the museum was the Operation Museum Indian program. The initial step in developing the program aimed at fourth-grade children was to design a slide-illustrated lecture. Twenty-eight slides were selected by Anne Gstalder, exhibit preparator, and me to attract the attention of this age group and introduce them to the Indians of the West Branch Valley of the Susquehanna River.

The presentation begins by explaining what an archeologist is. Slides of excavation sites and an Indian child's skeleton introduce examples of the archeologist's work. His use of small tools and the care he takes not to destroy anything he uncovers is pointed out to the children.

By the time slides of dioramas reconstructing Indian life are shown the



LYCOMING COUNTY MUSEUM INTERNS have a device used by a whetstone explained to them by Mrs. Ann Gstalder, assistant curator. Art majors from left to right are: Marilyn E. Keet, a senior from Allendale, New Jersey; Patricia A. Stalgaitis, a senior from Fawcett, New Jersey; Mrs. Gstalder, and Karen Lockwood, a junior from Wayne.

children usually have grasped the relationship between the Indians and the archeologist. The dioramas photographed include scenes of Indians hollowing out canoes, quarrying flint, hunting game, tanning and stretching hides, and planting crops. Slides of a life-size reconstructed Indian village at Auburn, New York give the children an actual view of what Indian homes looked like. Included are shots of the village stockade, the water source running through the center of the village, a long house (winter shelter for several families), and a steam-bath hut used to steam away the human scent from Indian bodies before hunting expeditions.

The geography of the West Branch Valley is introduced next to show which Indians lived where. The first map slide positions major Indian tribes within an outline map of Pennsylvania. The children find the West Branch Valley circled with the Lenni Lenape tribe who called the area Otzinchason. Following slides show major trading paths of the area: Shamokin, Sheshequin, Wyoming, Warrior, and Wyalusing which all meet at what is now Sunbury where together they formed the Great Trading Path which traveled south paralleling the Susquehanna River. A drawing of Shikellamy, the vice regent of the village at Sunbury, is included in the slides.

A close-up map of Otzinchason follows with such points as Monsey (Muncy), Ostanwaken (Mottoursville), French Margaret's Town (Williamsport), and the Great Island (Lock Haven). A slide is shown of a stone marker honoring the Indians on Great Island which was the Lenni Lenape capitol for the area.

A slide depicting an Indian massacre makes the children aware that events such as the Plum Thicket Massacre happened in Williamsport only a few blocks from the

museum. Peaceful encounters with the Indians are also portrayed as with the slide showing William Penn meeting with Chief Tammany.

Robert Covenhoven, a local Indian fighter, is depicted, as are his knife and hand-decorated powder horn. The final slide depicts Princess Shawaca's grave in Jersey Shore. Her death in 1833 marked the end of a civilization which first came to the valley two thousand years ago.

After the slide show, the children are shown a "touch board" and a model of an Indian in costume. Karen Lockwood, a fellow intern, and I constructed him using the mangled remains of a store mannequin and modeling clay to give him highly defined Indian features. A necklace of clam (mussel) shells from the Susquehanna River and a silver peace medal on a raw-hide thong are around "Lenni's" neck. The solid silver medal also has great historical value since it was given to a local chief as a token of peace and brotherhood by President James Madison in the early 1800's. A land transaction of some type was probably involved. Lenni holds a metal tipped war club in his hands which is in excellent condition.

The "touch board" is one of the few exhibits that the children are encouraged to touch. Items on it include net-sinking stones, skin scrapers, metal and flint tipped arrows, pipes for smoking, horsetail war club, and gorgets.

At this point the large group of children is divided into smaller groups for tours of the museum, including the Indian Gallery which contains Indian tools, weapons, and crafts plus dioramas of Indian life. A male Indian skull, found in the West Branch Valley, and dated as 10,000 years old, is the first exhibit.

Artifacts pertaining to local Indians are in showcases along the outside walls and can be compared with artifacts from tribes in other parts of America on display in other showcases.

Mr. Andrew Grugan, museum director; Anne Gstalder, and I take turns giving the tours and demonstrations in the various areas of the museum. Brief talks are given at particular areas, and the children are encouraged to ask questions. The entire program takes about an hour and a half to two hours, about the maximum attention span for such an activity for fourth graders. The program works in conjunction with the social studies classes in area schools.

The opportunity to work on the Indian Program has given me a chance to not only learn about Indian history but has provided experience in lecturing and tour guiding. I have gained new insights into how the museum can be an important out-of-the-classroom education resource. Extra reading from books and literature in the museum bookstore and information and techniques I gathered from observing Mr. Grugan and Mrs. Gstalder make their presentations have all been valuable things I have gained from my internship.

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